DOCUMENT RESUME

ED 242 023 EA 016 509

AUTHOR	Brimm, Paul; And Others
TITLE	Guide for School Evaluation Based on "A Nation at Risk...The Imperative for Educational Reform."
INSTITUTION	Iowa Association for Supervision and Curriculum Development.
PUB DATE	Oct 83
NOTE	71p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Art Education; Curriculum Development; *Curriculum Evaluation; *Educational Improvement; *Educational Needs; Educational Quality; Elementary Secondary Education; *Evaluation Methods; Individual Needs; Language Arts; Mathematics Education; Science Education; Social Studies; Teacher Effectiveness; Teacher Promotion
IDENTIFIERS	National Commission on Excellence in Education; Nation at Risk (A); PF Project

ABSTRACT

Developed to assist schools in making an in-depth study of the recommendations set forth in "A Nation At Risk," this package of evaluation materials provides questions and a structure to guide data collection and analysis. A separate section of instructions precedes the evaluation instruments and contains a list of recommended reading for schools undertaking an evaluation, recommendations for establishing a coordinating committee to plan and supervise the evaluation, and a discussion of the role of teacher subcommittees in pursuing specific aspects of the evaluation. The evaluation instrument is divided into sections for social studies, English, science, mathematics, and the arts. Each section follows a uniform format. Educators react to 36 statements stemming from "A Nation At Risk" by indicating their opinion of the recommendation, the current practice in their school with regard to the statement, and the action decided upon. Also provided are suggestions for collecting data relevant to each recommendation. Recommendations concern curriculum content and design, student assignments, teacher qualifications, special programs for special populations, attendance, and teacher salaries and promotion. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED242023

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

GUIDE FOR SCHOOL EVALUATION

Based on

A Nation at Risk...

The Imperative for Educational Reform

A Report to the Nation
and the
Secretary of Education
United States Department of Education
by
The National Commission on Excellence in Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas J. Budnik

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A major purpose of school evaluation is improvement of the instructional program. The school evaluates its program in relation to a given set of criteria and makes an analysis of the data collected so that steps may be taken for improvement.

The subject-matter guideline booklets accompanying this brochure are based on criteria developed from the recommendations of the National Commission on Excellence in Education. A study of these criteria should not exclude the recommendations of other national reports that are currently available. Schools are urged to compare the various reports as they accept and/or reject the recommendations of A NATION AT RISK.

EA 016 509

Iowa Association for Supervision and Curriculum Development

PREFACE

The publicity given to the report of the National Commission on Excellence in Education has placed public schools in a position of having to justify their programs. This is proper even though many patrons do not fully understand the recommendations or their implications for the total school program. Thus each school is responsible for explaining to what degree the recommendations are being met, any plans to improve the program, and reasons why certain recommendations are impractical or undesirable in that school.

A superficial or "off-the-top-of-the-head" response to the status of the recommendations in a school is unacceptable. The school and the public need an in-depth study to determine the exact status of the program with a careful analysis of the data collected. This is not an easy task but if the public demands are to be met and the school is to plan an improved program, the time spent on such a project will be worthwhile.

The guidelines for the study of THE NATION AT RISK have been developed to assist schools in making an in-depth study of the recommendations of the commission. Through a series of penetrating questions and suggested data collection, the guidelines provide a structure both to collect information and to analyze it. The questions and suggestions for data collection were obtained in conferences with classroom teachers in each of the subject areas. The final editing was done by practicing curriculum directors from public schools.

This package of evaluative materials should not be interpreted as an official position of IASCD in support of the recommendations of the National Commission on Excellence in Education. It is a response to the requests of many schools which are seeking assistance in structuring a study of the recommendations. It should also be stated that the IASCD does not endorse the report of the National Commission on Excellence in Education over many other fine reports that have been published or will be published in the near future. The publicity given to the NATION AT RISK has made it the focal point of many reports and thus the logical study for an analysis but it is suggested that recommendations from other reports be studied and compared to those from the National Commission.

Paul Brimm
Executive Secretary
IASCD - October 1983

INSTRUCTIONS

BACKGROUND INFORMATION

The major mistake in the work of an evaluative task force is usually the tendency to rush headlong into decisions which are based on personal bias. It is very important that persons involved in such a study should be exposed to information from as many different sources as possible. A group is in a better position to arrive at valid conclusions after carefully considering a wide range of diverse opinions on the subject. The Iowa Department of Public Instruction has sponsored sixteen regional dialogues that have provided an excellent opportunity for an exchange of view points. In addition here is a listing of materials that should be considered as "required reading" for those engaged in a study.

1. DPI DISPATCH, September 1983

   This publication from the Department of Public Instruction features Iowa's response to the Excellence Report along with an analysis of how Iowa stacks up to the recommendations. In addition it includes the complete text of A NATION AT RISK as well as executive summaries of A STUDY OF HIGH SCHOOLS (NASSP), REPORT OF THE TWENTIETH CENTURY FUND TASK FORCE, and ACTION FOR EXCELLENCE (Education Commission of the States).

2. NASSP ALMANAC OF NATIONAL REPORTS, August 1983

   This large poster type chart compares the approaches and recommendations of six national reports that have been produced on excellence in education.

3. PHI DELTA KAPPAN, June 1983
   Sizer, Theodore R., "High School Reform: The Need for Engineering."

   The author, who chairs the NASSP STUDY OF HIGH SCHOOLS, lists a number of problems found in secondary schools and gives some rather interesting recommendations.

4. EDUCATIONAL LEADERSHIP, April 1983
   Goodlad, John I., "Improving Schools in the 80's."

   Goodlad's study of American schools has attracted widespread attention. Critics of his work also have articles in the same issue of the magazine.

5. TIME, October 10, 1983
"The Bold Quest for Quality."

This cover story in TIME is one of the few articles found in popular literature that gives support to American education. It does point out some needed reforms but shows evidence that American schools are on firm ground and are improving.

6. IOWA CURRICULUM BULLETIN *Winter, 1983*
Wilson, Morris, "Research."

In this article Dr. Wilson summarizes a number of national reports that have been released recently.

It would be a massive task for committee members to read and carefully analyze all of the 29 national reports and over 160 state reports that have been or soon will be released. Here is a partial listing of the reports and task force members should be encouraged to look into some of them.

1. A NATION AT RISK - Commission on Excellence in Education, United States Department of Education, Washington, D.C. 20208.

2. ACTION FOR EXCELLENCE - Task Force on Education for Economic Growth, 1860 Lincoln Street, Denver, Colorado 80295.

3. ACADEMIC PREPARATION FOR COLLEGE - The College Entrance Examination Board.

4. EDUCATION AND ECONOMIC PROGRESS TOWARD A NATIONAL EDUCATIONAL POLICY - The Carnegie Corporation, 437 Madison Avenue, New York, New York 10022.

5. A CELEBRATION OF TEACHING HIGH SCHOOLS IN THE 1980's - National Association of Secondary School Principals and the National Association of Independent Schools, Houghton-Mifflin, New York, New York (1984).

6. HIGH SCHOOL: AN AGENDA FOR ACTION - The Carnegie Foundation for the Advancement of Teaching, Harper and Rowe Publishers, 41 East 70th Street, New York, New York 10021.

7. A PLACE CALLED SCHOOL(Goodlad) IDEA, Danforth, et. al., McGraw Hill.

8. MAKING THE GRADE - Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy, 41 Each 70th Street, New York, New York 10021.

9. EDUCATING AMERICANS FOR THE 21ST CENTURY - National Science Board on Pre-college Education in Mathematics, Science and Technology, 1800 G Street N.W., Washington, D.C. 20550.

10. EDUCATION FOR TOMORROW'S JOBS - United States Department of Education, Office of Vocational and Adult Education, Washington, D.C. 02008.

11. HIGH SCHOOL ACHIEVEMENT: PUBLIC, CATHOLIC, AND PRIVATE SCHOOLS COMPARED (Coleman) - National Center for Educational Statistics for the United States Department of Education, Basic Books, 10 East 53rd Street, New York, New York 10022.

12. REDEFINING GENERAL EDUCATION IN THE AMERICAN HIGH SCHOOL - Association for Supervision and Curriculum Development, Alexandria, Virginia 22314 (1984).

COORDINATING COMMITTEE

It is important that there be a coordinating group with the responsibility for planning and supervising the study of the school and its program. The size and composition of the committee will vary from school to school. However, the last implementing recommendation of the Commission on Excellence in Education may be considered when planning the group. That recommendation is:

> *"This Commission calls upon educators, parents, and public officials at all levels to assist in bringing about the educational reform proposed in this report."*

If this approach is to be followed in the formation of the committee, it will include a broad representation from the community and will probably include more lay representation than professional educators. Some schools may prefer to have a committee dominated by professional educators, but care should be taken to insure the credibility of the group in the eyes of the general public. A committee composed strictly of educational personnel could be accused of an attempt to cover weak aspects of the school's program.

The steering committee members should be well acquainted with the criteria to be used in the evaluative process. In this case the major criteria will be based on THE NATION AT RISK. However, this is not to say that the committee must fully accept the recommendations of this publication and exclude those from other reports. All members of the Commission on Excellence in Education were not in agreement on the final recommendations and evidence from the Gallup Poll and the Des Moines Register Poll show that the public will not give support to all of the recommendations. Thus after considering the evidence for and against a given recommendation, as well as suggestions from other national reports, the committee has a right to reject items which do not appear to be in the best interest of their school.

School officials will be able to furnish considerable data concerning the school and it is suggested that questionnaire surveys of both students and parents be conducted to collect additional data. Questionnaires for parents and high school seniors are included in the evaluative package. These may be used as they are, or they may be revised to fit the needs of the particular school. It is suggested that the questionnaire for parents be sent to a representative sample of parents with children the upper grades of the secondary school. In smaller schools the senior questionnaire may be administered to the entire senior class but in larger schools it may be more practical to use it with a random sample of the class.

SUB-COMMITTEES

With the importance of the report of the Commission on Excellence in Education to American education it is desirable that all teachers make a careful study of the recommendations. Many teachers have only a superficial understanding of A NATION AT RISK since the news media has covered only the controversial issues. Therefore it would be highly desirable to involve all secondary faculty in the study of the various subject areas represented by the five guideline booklets. In addition it is suggested that at least some, if not all, elementary teachers be involved.

Secondary teachers should be assigned to the sub-committees of their disciplines. Teachers not teaching in the five areas represented by the guideline booklets (mathematics, English, social studies, science, and fine and practical arts) along with personnel in supervision, media, special education, guidance, and physical education may be assigned to one of the five sub-committees. Elementary teachers and lay personnel could also strengthen each of the sub-committees as "outsiders" may insist on considering evidence that the subject matter specialists may not wish to consider. Thus more justification will be demanded for decisions on the recommendations.

The extensiveness of the study by the sub-committees will vary from school to school and from area to area within the same school. Some sub-committees will wish to collect considerable supporting evidence for their decisions. Other sub-committees may give only superficial treatment to the specific recommendations under consideration.

After considering all the recommendations listed in the guideline booklets, each sub-committee should identify all areas that need attention and report them back to the coordinating committee in priority order along with recommendations for program improvement. Sub-committees should not hesitate to include recommendations for important considerations that are not included in those from the National Commission on Excellence in Education.

FINAL REPORT

The coordinating committee should receive written reports from each sub-committee as well as an oral report from each sub-committee chairperson. The oral reports will give members of the coordinating committee an opportunity to ask questions and to ascertain the rationale which helped the various sub-committees arrive at their final decisions.

Members of the coordinating committee will then pull together the various sub-committee recommendations. It may be necessary to reconcile some disagreements among the sub-committees but it is anticipated that faculty members in various departments will have a rather high degree of agreement on most issues.

It is suggested that the recommendations in the final report be kept in rather general terms unless there is a high degree of support from the sub-committees on specific recommendations. Specific recommendations usually offer inflexibility for those responsible for implementation. For example rather than recommending that the social studies department require specific number of clock hours of instruction in sociology and a specific number in economics, etc., it would be better to recommend that the department members analyze the program to insure an appropriate balance among the behavioral sciences.

It should be recognized that the coordinating committees recommendations are to be submitted to the board of education through the administration for adoption. Finally, the recommendations will be meaningless unless there is an organized plan to follow-through on implementation with periodic progress reports back to the board of education.

The fifteen AEA Educational Services Directors of Iowa are cooperating in the distribution of these guidelines to each school district in the state. IASCD will be unable to supply multiple copies to schools but permission is granted to duplicate the number of copies required for a school to conduct a self study.

1983-84 EXECUTIVE COMMITTEE

PRESIDENT
Thomas J. Budnik
Heartland AEA

PRESIDENT-ELECT
Arnold D. Lindaman
North Scott

PAST PRESIDENT
Douglas G. Schermer
Maquoketa

TREASURER
David E. Lane
Monticello

SECRETARY
Maryellen Knowles
Clinton

MEMBERS-AT-LARGE
Eileen Eckrich
Loess Hills AEA
Mary Giese
Northern Trails AEA
John A. Watson
Muscatine
Morris Wilson
Des Moines

EXECUTIVE SECRETARY
Paul Brimm
Univ. of Northern Iowa

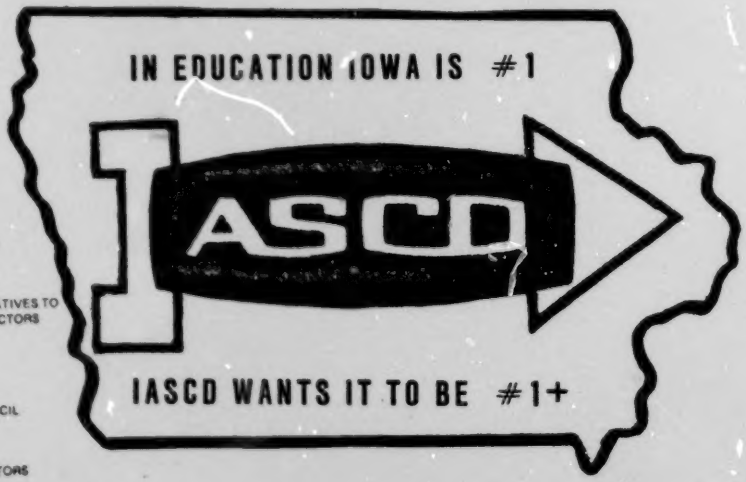
NATIONAL REPRESENTATIVES TO
ASCD BOARD OF DIRECTORS
Betty Atwood
Heartland AEA
Harold W. Hulleman
Linn-Mar

ASCD EXECUTIVE COUNCIL
Luther Kiser
Ames

ASCD BOARD OF DIRECTORS
AT LARGE
Elaine McNally Jarchow
Iowa State University

MEMBERSHIP
John R. Baker
Cedar Falls

PUBLICATIONS
William J. Stewart
Univ. of Northern Iowa



GUIDELINES FOR THE STUDY OF THE RECOMMENDATIONS

A Nation at Risk...

The Imperative for Educational Reform

A Report to the Nation
and the
Secretary of Education
United States Department of Education
by
The National Commission on Excellence in Education

Developed by Iowa Association for Supervision and Curriculum Development

ASCD

SOCIAL STUDIES PROGRAM

DIRECTIONS FOR USE OF THE GUIDELINES

The report of the National Commission on Excellence in Education has attracted wide-spread attention and there is considerable pressure for schools to consider the recommendations. This is not to say that all recommendations should be accepted but each one should be given careful consideration and a rationale developed for either acceptance or rejection. It should be noted that very few of the recommendations had the full support of the Commission so it would not be expected that all the recommendations would be acceptable in a given school.

This instrument has been designed to assist a school in making a careful study of each recommendation. The following outline of procedures for its use is not intended to be prescriptive; it is to suggest procedures that may be followed if the committee feels them to be effective.

1. A central committee composed of representatives from administration, school board, faculty, student body and the community is suggested. This committee could coordinate the total study and draw together information for a final report.

2. Sub-committees should be designated to study the five subject areas. It is suggested that the total secondary staff be involved with each sub-committee composed of faculty members from that discipline. However, there could be some advantages to having "outsiders" on each committee. In addition, it is suggested that teachers from physical education, special education, media and guidance be assigned to subject area sub-committees. Parents, students, community representatives and elementary teachers could add strength to each sub-committee.

3. Data from the parent and student questionnaires along with information from follow-up studies, standardized tests, attendance records and other information suggested should be available for the sub-committee.

4. It is suggested that the recommendation in the first column be considered and an initial reaction be given. The next step would be to consider the questions under data collection. These questions are designed to uncover pertinent information and to promote in-depth discussion before arriving at final decisions on the recommendations.

5. After the committee has considered and reacted to each recommendation it is suggested that those items needing further attention be tabulated in priority order along with the sub-committee's recommendations, and reported to the central committee.

6. It is suggested that the central committee's report be submitted to the total faculty for final approval before going to the board of education.

7. It should be stressed that the final report is just the beginning on the road to an improved program.

REACTIONS TO THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Your Opinion
0 - Reject
1 - Accept with reservations
2 - Accept

SOCIAL STUDIES PROGRAM

Practice in Your School
0 - Not practiced
1 - Limited practice
2 - Adequate practice

Action Recommended
- Reject
- Satisfactory at present
- Needs attention

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
1. Three years of social studies should be required for all students.	0 1 2	1a. What proportion of this year's seniors will meet this requirement in the 9-12 program? 1b. What social studies background do local colleges and universities require of entering students? 1c. What are the social studies experiences that should be provided?	0 1 2	R S N
2. The social studies curriculum should help the student see his/her place in society.	0 1 2	2a. Does the curriculum in each course contain goals and objectives pertaining to citizenship education? 2b. How are students recognized for being good citizens in the school setting? 2c. Is there evidence to show that the social studies curriculum contains goals and objectives pertaining to the student's present and future roles in society?	0 1 2	R S N
3. Social studies instruction should stress ancient and contemporary ideas that have shaped the world.	0 1 2	3a. Is this currently an instructional goal in the social studies department? 3b. Where do these concepts appear in the social studies curriculum? 3c. What ancient and contemporary ideas have shaped or are shaping the world?	0 1 2	R S N
4. The student in social studies should understand the fundamentals of both our economic and political systems.	0 1 2	4a. What do the results of standardized tests show in the economic and political areas? 4b. How does the government course required of all high school graduates in Iowa meet this recommendation?	0 1 2	R S N
5. The difference between free and repressive societies should be included in the social studies curriculum.	0 1 2	5a. To what extent should these distinctions be included in the curriculum? 5b. How would this learning fit into the social studies curriculum? 5c. What are the critical differences which should be included in the curriculum? 5d. How are the critical attributes of a free society modeled in the classroom?	0 1 2	R S N
6. The K-8 program should provide a sound base for the study of social studies in the secondary school.	0 1 2	6a. Do standardized test results indicate an adequate preparation for high school social studies? 6b. Does the K-8 curriculum include all the skills needed for success in high school?	0 1 2	R S N
7. An understanding of the various areas of the social studies is important.	0 1 2	7a. Does the K-12 curriculum provide adequate experiences in the basic social studies areas; i.e., geography, history, economics, sociology, political sciences, anthropology, psychology? 7b. Can the students use the concepts of the behavioral sciences to analyze history as well as contemporary events?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
8. Grades (teacher marks) should reflect academic achievement and readiness for further study.	0 1 2	8a. Does the distribution of grades reflect a distribution similar to that found in standardized test results? 8b. Do final examinations in prerequisite courses assess the knowledge and skills needed as a basis for succeeding courses? 8c. Do follow-up studies of graduates show success in college? 8d. What different forms of student evaluations are used to determine grades?	0 1 2	R S N
9. Students planning to attend college should be held to high standards.	0 1 2	9a. What proportion of the graduates who attend college complete a degree? 9b. How does the distribution of grades in this area compare with the distribution of grades given in other subjects? 9c. Are college preparatory students identified? 9d. Are standards of achievement for college preparation identified and communicated to students?	0 1 2	R S N
10. Standardized tests should be used to help determine if a student is ready to enter the secondary school.	0 1 2	10a. Are there established norms for achievement tests which help to determine readiness for entering high school? 10b. Is there an organized plan by which students with low test scores are carefully studied to determine their readiness for high school?	0 1 2	R S N
11. Standardized tests should be used to determine a students suitability for college.	0 1 2	11a. Are college-bound students and their parents appraised of their standardized tests results and the implications of the scores for college success? 11b. What standardized test results best correlate with success in college?	0 1 2	R S N
12. Standardized tests should be used for the identification of students in needs of remediation.	0 1 2	12a. Is there an organized plan for the use of standardized test results in the identification of students in need of remedial work? 12b. Are there established norms for achievement tests which help to determine a students' need for remedial work? 12c. What other indicators are used to identify students in need of remedial work?	0 1 2	R S N
13. Standardized tests should be used for the identification of students who would profit from an accelerated program.	0 1 2	13a. Is there an organized plan for the use of standardized test results in the identification of students for talented and gifted programs? 13b. Are there established norms for achievement tests which help to identify talented and gifted? 13c. What other indicators are used to identify the talented and gifted?	0 1 2	R S N
14. Special textbooks should be available for disadvantaged students as well as the talented and gifted.	0 1 2	14a. Are different materials used in the instruction of special needs students? 14b. Is there a wide variety of instructional materials available?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
15. Home work should be required.	0 1 2	15a. Does the school have a home work policy? 15b. How much home work do parents and teachers report on their questionnaires? 15c. Are students required to do a specific and consistent amount of home work?	0 1 2	R S N
16. The school day should be at least seven hours with a 200 to 220 day school year.	0 1 2	16a. What is not accomplished in the existing school day/year that should be? 16b. Is there time in the present school day/year that is not being fully utilized? 16c. What are the reactions of the students and parents to longer school day/year?	0 1 2	R S N
17. Instruction in effective study and work skills should be an organized component of all courses.	0 1 2	17a. Does the curriculum contain specific objectives in study and work skills? 17b. How are study and work skills assessed? 17c. Is time set aside in classes for planned instruction in study and work skills?	0 1 2	R S N
18. The slow learner and the gifted should be provided more time than is available in the conventional school day.	0 1 2	18a. What alternative activities are available for special needs students? 18b. Are there teachers available and willing to meet the needs of these students outside the school day?	0 1 2	R S N
19. Firm and fair student conduct codes should be established and consistently enforced.	0 1 2	19a. Is there a formalized code of conduct in the school that applies to the legislative and judicial standards? 19b. Does the total professional staff share in the enforcement of a consistent and uniform code? 19c. What do parents and students think of the code?	0 1 2	R S N
20. Alternative classrooms should be provided for continually disruptive students.	0 1 2	20a. What provisions are now available for disruptive students who cannot function in the regular classroom? 20b. Is there a formal procedure for identification of such students?	0 1 2	R S N
21. Attendance policies with clear incentives and sanctions should be established to reduce student absenteeism and tardiness.	0 1 2	21a. What is the current rate of absenteeism? 21b. Do absenteeism and tardiness interfere with student learning? 21c. Do present attendance practices keep absenteeism and tardiness at a minimum? 21d. What is the correlation between attendance/absenteeism and GPA's?	0 1 2	R S N
22. Administrative duties for teachers should be minimal.	0 1 2	22a. Do administrative assignments (hall duty, selling athletic tickets, lunchroom duty, etc.) detract from teaching effectiveness in this school?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
23. Student grouping, promotion and graduation should be determined by academic progress rather than by age.	0 1 2	23a. Do age-grade charts show over-age and under-age students in proportion to the ranges of ability? 23b. What assessment devices are used to determine academic progress?	0 1 2	R S N
24. Teachers should be well qualified in the discipline to which they are assigned.	0 1 2	24a. Do all teachers have a college major in the classes to which they are assigned? 24b. Are any teachers assigned to teach courses in which they do not have at least a college minor?	0 1 2	R S N
25. High standards should be held for college students doing student teaching in the school.	0 1 2	25a. Do you recommend that student teachers be removed from the teacher education program if they do not perform in a satisfactory manner? 25b. What previous classroom experiences have your student teachers had before being assigned to your school? 25c. Are the student teachers assigned to your schools adequately monitored by your staff and supervised by college personnel?	0 1 2	R S N
26. Salaries for teachers should be increased.	0 1 2	26a. How do salaries of teachers compare with other professionals in the community who require similar preparation?	0 1 2	R S N
27. Salaries for teachers should be sensitive to the market and performance.	0 1 2	27a. What adjustments can be made in the salary structure to attract teachers in areas where there is a short supply? 27b. What market indicators should be used as standards? 27c. How are persons in other professions compensated for performance?	0 1 2	R S N
28. Teacher evaluation, including peer review, should be established for salary, promotion, tenure and termination.	0 1 2	28a. How do teachers in this school have input into the teacher evaluation system? 28b. How is teacher evaluation presently used to establish salary or determine tenure or termination? 28c. Is peer review currently a part of the teacher evaluation process?	0 1 2	R S N
29. Superior teachers should be rewarded, average ones encouraged and poor ones either improved or terminated.	0 1 2	29a. What is being done to recognize and reward good teachers? 29b. What is being done to improve the performance of teachers? 29c. Have any teachers been terminated or counseled out of teaching in the past five years?	0 1 2	R S N
30. An eleven-month contract should be provided for teachers. This should include programs for students with special needs, curriculum improvement and professional development.	0 1 2	30a. How many teachers were given extended contracts for work last summer? 30b. What opportunities can be provided for teachers to work with students with special needs; develop curriculum; and to grow professionally?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
31. Career ladders for teachers should be developed. This would distinguish among the beginning teachers, instructors, experienced teachers and master teachers.	0 1 2	31a. Would teachers, administrators and board members support a program to differentiate teacher levels? 31b. What has been the experience of higher education with "career ladders." 31c. Are there any schools that you know of using career ladders? If so, what are the criteria to distinguish between levels?	0 1 2	R S N
32. Non-school personnel resources should be employed to solve some of the shortages in certain areas.	0 1 2	32a. Are there shortages of personnel in your teaching area? 32b. Does the school have a policy which permits other personnel (doctors, lawyers, nurses, etc.) to work with teachers in the instructional program? 32c. Can non-school personnel be adequately prepared to teach?	0 1 2	R S N
33. Administrators should play a leadership role in developing school and community support for reforms proposed in the report for Excellence in Education.	0 1 2	33a. Has a district-wide plan been developed for reviewing and responding to the NATION AT RISK? 33b. Does this plan include representatives from the community? 33c. Is there evidence that the administration is genuinely interested in implementing recommendations developed by this study? 33d. How will the administration determine if there is community support for reform?	0 1 2	R S N
34. The school board should provide for professional development and other support required to carry out this leadership role.	0 1 2	34a. Have members received copies of A NATION AT RISK? 34b. Is the board aware of other reports on excellence in education? 34c. Did board members (or representatives) participate in the DPI dialogue on excellence in education?	0 1 2	R S N
35. Computers should be used in the instructional program.	0 1 2	35a. Have inservice programs for teachers been conducted in computers and have all the teachers in your subject area participated? 35b. Is computer hardware and software available in your subject area? 35c. Is computer assisted instruction used in your subject area?	0 1 2	R S N
36. Educators, parents and public officials should be called upon to help bring about educational reform.	0 1 2	36a. Are administrators, parents, teachers and public officials participating in this study? 36b. How long has it been since the district conducted a needs assessment? 36c. Are the goals adopted by the school consistent with the expectations of the community?	0 1 2	R S N

IASCD would like to give special recognition to the following persons who made contributions in the development of the guidelines: English - Mike Krumm, Benton Community High School; Mathematics - Don Wiederanders, Price Laboratory School; Science - Larry Beall and Mike Bennett, New Hartford High School; Fine, performing and practical arts - Don Darrow, Les Hale and Bill Waack, Price Laboratory School; Social Studies - Shirley Pantini, Paula Jensen and Norm Northup, Linn Mar High School. In addition the following acted as members of a task force to put the materials in final form: Floyd Winters (Cedar Falls), Don Stout (Cedar Rapids) and Harold Hulleman (Linn Mar). A special thanks to Joyce Broell for putting the materials in final form.

IASCD cannot furnish multiple copies of the materials to schools but permission is given to duplicate the number required.

GUIDELINES FOR THE STUDY OF THE RECOMMENDATIONS

A Nation at Risk...

The Imperative for Educational Reform

A Report to the Nation
and the
Secretary of Education
United States Department of Education
by
The National Commission on Excellence in Education

Developed by Iowa Association for Supervision and Curriculum Development

ASCD

ENGLISH PROGRAM

DIRECTIONS FOR USE OF THE GUIDELINES

The report of the National Commission on Excellence in Education has attracted wide-spread attention and there is considerable pressure for schools to consider the recommendations. This is not to say that all recommendations should be accepted but each one should be given careful consideration and a rationale developed for either acceptance or rejection. It should be noted that very few of the recommendations had the full support of the Commission so it would not be expected that all the recommendations would be acceptable in a given school.

This instrument has been designed to assist a school in making a careful study of each recommendation. The following outline of procedures for its use is not intended to be prescriptive; it is to suggest procedures that may be followed if the committee feels them to be effective.

1. A central committee composed of representatives from administration, school board, faculty, student body and the community is suggested. This committee could coordinate the total study and draw together information for a final report.

2. Sub-committees should be designated to study the five subject areas. It is suggested that the total secondary staff be involved with each sub-committee composed of faculty members from that discipline. However, there could be some advantages to having "outsiders" on each committee. In addition, it is suggested that teachers from physical education, special education, media and guidance be assigned to subject area sub-committees. Parents, students, community representatives and elementary teachers could add strength to each sub-committee.

3. Data from the parent and student questionnaires along with information from follow-up studies, standardized tests, attendance records and other information suggested should be available for the sub-committee.

4. It is suggested that the recommendation in the first column be considered and an initial reaction be given. The next step would be to consider the questions under data collection. These questions are designed to uncover pertinent information and to promote in-depth discussion before arriving at final decisions on the recommendations.

5. After the committee has considered and reacted to each recommendation it is suggested that those items needing further attention be tabulated in priority order along with the sub-committee's recommendations, and reported to the central committee.

6. It is suggested that the central committee's report be submitted to the total faculty for final approval before going to the board of education.

7. It should be stressed that the final report is just the beginning on the road to an improved program.

REACTIONS TO THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Give careful consideration to each recommendation and evaluate it in terms of the philosophy and the practicability in this school. Every effort should be made to arrive at a consensus but it may be necessary to present a majority opinion.

ENGLISH PROGRAM

Explanation of the evaluation symbols:

Your Opinion	Practice in Your School	Action Recommended
0 - Reject	0 - Not practiced	R - Reject
1 - Accept with reservations	1 - Limited practice	S - Satisfactory at present
2 - Accept	2 - Adequate practice	N - Needs attention

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
1. Four years of English should be required for all students.	0 1 2	1a. What proportion of this year's senior class will meet this requirement in the 9-12 program? 1b. What are the English requirements of the colleges which your students most attend? 1c. What English experiences should be included in this requirement?	0 1 2	R S N
2. Reading instruction is an important part of the English program.	0 1 2	2a. Does the English curriculum include reading instruction and is time set aside for such instruction in class? 2b. Is the development of reading skills an objective in other subject areas? 2c. What training do the teachers of English have in the teaching of reading?	0 1 2	R S N
3. The development of writing skills is an important part of the English curriculum.	0 1 2	3a. How frequently are writing experiences provided for students? 3b. How is feedback on written exercises provided? 3c. How are writing skills provided in other subject areas?	0 1 2	R S N
4. Instruction in listening and discussion should be a part of the English program.	0 1 2	4a. Does the curriculum contain goals and objectives for the development of listening and discussion skills? 4b. How much time is set aside for planned instruction in these skills?	0 1 2	R S N
5. The study of literature should enhance imagination and promote ethical understanding.	0 1 2	5a. How can the study of literature be used to enhance imagination? 5b. Are students encouraged to take ethical positions and provide evidence for their positions in relationship to the literature read? 5c. Have there been any attempts to correlate literature with history classes?	0 1 2	R S N
6. The K-8 program should provide a sound base for study of English at the secondary level.	0 1 2	6a. Do standardized test results from the areas of reading, spelling, punctuation, capitalization and usage indicate an adequate preparation for secondary English? 6b. Is there an organized and operational plan of K-12 articulation in English?	0 1 2	R S N
7. Instructional materials for the English program should be continuously revised and improved.	0 1 2	7a. Is there a K-12 curriculum guide that is up-to-date and functional? 7b. Is there a curriculum committee that meets on a regular basis to revise and improve the program?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
8. Grades (teacher marks) should reflect academic achievement and readiness for further study.	0 1 2	8a. Does the distribution of grades reflect a distribution similar to that found in standardized test results? 8b. Do final examinations in prerequisite courses assess the knowledge and skills needed as a basis for succeeding courses? 8c. Do follow-up studies of graduates show success in college? 8d. What different forms of student evaluations are used to determine grades?	0 1 2	R S N
9. Students planning to attend college should be held to high standards.	0 1 2	9a. What proportion of the graduates who attend college complete a degree? 9b. How does the distribution of grades in this area compare with the distribution of grades given in other subjects? 9c. Are college preparatory students identified? 9d. Are standards of achievement for college preparation identified and communicated to students?	0 1 2	R S N
10. Standardized tests should be used to help determine if a student is ready to enter the secondary school.	0 1 2	10a. Are there established norms for achievement tests which help to determine readiness for entering high school? 10b. Is there an organized plan by which students with low test scores are carefully studied to determine their readiness for high school?	0 1 2	R S N
11. Standardized tests should be used to determine a students suitability for college.	0 1 2	11a. Are college-bound students and their parents appraised of their standardized tests results and the implications of the scores for college success? 11b. What standardized test results best correlate with success in college?	0 1 2	R S N
12. Standardized tests should be used for the identification of students in needs of remediation.	0 1 2	12a. Is there an organized plan for the use of standardized test results in the identification of students in need of remedial work? 12b. Are there established norms for achievement tests which help to determine a students' need for remedial work? 12c. What other indicators are used to identify students in need of remedial work?	0 1 2	R S N
13. Standardized tests should be used for the identification of students who would profit from an accelerated program.	0 1 2	13a. Is there an organized plan for the use of standardized test results in the identification of students for talented and gifted programs? 13b. Are there established norms for achievement tests which help to identify talented and gifted? 13c. What other indicators are used to identify the talented and gifted?	0 1 2	R S N
14. Special textbooks should be available for disadvantaged students as well as the talented and gifted.	0 1 2	14a. Are different materials used in the instruction of special needs students? 14b. Is there a wide variety of instructional materials available?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
15. Home work should be required.	0 1 2	15a. Does the school have a home work policy? 15b. How much home work do parents and teachers report on their questionnaires? 15c. Are students required to do a specific and consistent amount of home work?	0 1 2	R S N
16. The school day should be at least seven hours with a 200 to 220 day school year.	0 1 2	16a. What is not accomplished in the existing school day/year that should be? 16b. Is there time in the current school day/year that is not being fully utilized? 16c. What are the reactions of the students and parents to longer school day/year?	0 1 2	R S N
17. Instruction in effective study and work skills should be an organized component of all courses.	0 1 2	17a. Does the curriculum contain specific objectives in study and work skills? 17b. How are study and work skills assessed? 17c. Is time set aside in classes for planned instruction in study and work skills?	0 1 2	R S N
18. The slow learner and the gifted should be provided more time than is available in the conventional school day.	0 1 2	18a. What alternative activities are available for special needs students? 18b. Are there teachers available and willing to meet the needs of these students outside the school day?	0 1 2	R S N
19. Firm and fair student conduct codes should be established and consistently enforced.	0 1 2	19a. Is there a formalized code of conduct in the school that applies to the legislative and judicial standards? 19b. Does the total professional staff share in the enforcement of a consistent and uniform code? 19c. What do parents and students think of the code?	0 1 2	R S N
20. Alternative classrooms should be provided for continually disruptive students.	0 1 2	20a. What provisions are now available for disruptive students who cannot function in the regular classroom? 20b. Is there a formal procedure for identification of such students?	0 1 2	R S N
21. Attendance policies with clear incentives and sanctions should be established to reduce student absenteeism and tardiness.	0 1 2	21a. What is the current rate of absenteeism? 21b. Do absenteeism and tardiness interfere with student learning? 21c. Do present attendance practices keep absenteeism and tardiness at a minimum? 21d. What is the correlation between attendance/absenteeism and GPA's?	0 1 2	R S N
22. Administrative duties for teachers should be minimal.	0 1 2	22a. Do administrative assignments (hall duty, selling athletic tickets, lunchroom duty, etc.) detract from teaching effectiveness in this school?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
23. Student grouping, promotion and graduation should be determined by academic progress rather than by age.	0 1 2	23a. Do age-grade charts show over-age and under-age students in proportion to the ranges of ability? 23b. What assessment devices are used to determine academic progress?	0 1 2	R S N
24. Teachers should be well qualified in the discipline to which they are assigned.	0 1 2	24a. Do all teachers have a college major in the classes to which they are assigned? 24b. Are any teachers assigned to teach courses in which they do not have at least a college minor?	0 1 2	R S N
25. High standards should be held for college students doing student teaching in the school.	0 1 2	25a. Do you recommend that student teachers be removed from the teacher education program if they do not perform in a satisfactory manner? 25b. What previous classroom experiences have your student teachers had before being assigned to your school? 25c. Are the student teachers assigned to your schools adequately monitored by your staff and supervised by college personnel?	0 1 2	R S N
26. Salaries for teachers should be increased.	0 1 2	26a. How do salaries of teachers compare with other professionals in the community who require similar preparation?	0 1 2	R S N
27. Salaries for teachers should be sensitive to the market and performance.	0 1 2	27a. What adjustments can be made in the salary structure to attract teachers in areas where there is a short supply? 27b. What market indicators should be used as standards? 27c. How are persons in other professions compensated for performance?	0 1 2	R S N
28. Teacher evaluation, including peer review, should be established for salary, promotion, tenure and termination.	0 1 2	28a. How do teachers in this school have input into the teacher evaluation system? 28b. How is teacher evaluation presently used to establish salary or determine tenure or termination? 28c. Is peer review currently a part of the teacher evaluation process?	0 1 2	R S N
29. Superior teachers should be rewarded, average ones encouraged and poor ones either improved or terminated.	0 1 2	29a. What is being done to recognize and reward good teachers? 29b. What is being done to improve the performance of teachers? 29c. Have any teachers been terminated or counseled out of teaching in the past five years?	0 1 2	R S N
30. An eleven-month contract should be provided for teachers. This should include programs for students with special needs, curriculum improvement and professional development.	0 1 2	30a. How many teachers were given extended contracts for work last summer? 30b. What opportunities can be provided for teachers to work with students with special needs; develop curriculum; and to grow professionally?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
31. Career ladders for teachers should be developed. This would distinguish among the beginning teachers, instructors, experienced teachers and master teachers.	0 1 2	31a. Would teachers, administrators and board members support a program to differentiate teacher levels? 31b. What has been the experience of higher education with "career ladders." 31c. Are there any schools that you know of using career ladders? If so, what are the criteria to distinguish between levels?	0 1 2	R S N
32. Non-school personnel resources should be employed to solve some of the shortages in certain areas.	0 1 2	32a. Are there shortages of personnel in your teaching area? 32b. Does the school have a policy which permits other personnel (doctors, lawyers, nurses, etc.) to work with teachers in the instructional program? 32c. Can non-school personnel be adequately prepared to teach?	0 1 2	R S N
33. Administrators should play a leadership role in developing school and community support for reforms proposed in the report for Excellence in Education.	0 1 2	33a. Has a district-wide plan been developed for reviewing and responding to the NATION AT RISK? 33b. Does this plan include representatives from the community? 33c. Is there evidence that the administration is genuinely interested in implementing recommendations developed by this study? 33d. How will the administration determine if there is community support for reform?	0 1 2	R S N
34. The school board should provide for professional development and other support required to carry out this leadership role.	0 1 2	34a. Have members received copies of A NATION AT RISK? 34b. Is the board aware of other reports on excellence in education? 34c. Did board members (or representatives) participate in the DPI dialogue on excellence in education?	0 1 2	R S N
35. Computers should be used in the instructional program.	0 1 2	35a. Have inservice programs for teachers been conducted in computers and have all the teachers in your subject area participated? 35b. Is computer hardware and software available in your subject area? 35c. Is computer assisted instruction used in your subject area?	0 1 2	R S N
36. Educators, parents and public officials should be called upon to help bring about educational reform.	0 1 2	36a. Are administrators, parents, teachers and public officials participating in this study? 36b. How long has it been since the district conducted a needs assessment? 36c. Are the goals adopted by the school consistent with the expectations of the community?	0 1 2	R S N

IASCD would like to give special recognition to the following persons who made contributions in the development of the guidelines: English - Mike Krumm, Benton Community High School; Mathematics - Don Wiederanders, Price Laboratory School; Science - Larry Beall and Mike Bennett, New Hartford High School; Fine, performing and practical arts - Don Darrow, Les Hale and Bill Waack, Price Laboratory School; Social Studies - Shirley Pantini, Paula Jensen and Norm Northup, Linn Mar High School. In addition the following acted as members of a task force to put the materials in final form: Floyd Winters (Cedar Falls), Don Stout (Cedar Rapids) and Harold Hulleman (Linn Mar). A special thanks to Joyce Broell for putting the materials in final form.

IASCD cannot furnish multiple copies of the materials to schools but permission is given to duplicate the number required.

GUIDELINES FOR THE STUDY OF THE RECOMMENDATIONS

A Nation at Risk...

The Imperative for Educational Reform

A Report to the Nation
and the
Secretary of Education
United States Department of Education
by
The National Commission on Excellence in Education

Developed by Iowa Association for Supervision and Curriculum Development

ASCD

SCIENCE PROGRAM

DIRECTIONS FOR USE OF THE GUIDELINES

The report of the National Commission on Excellence in Education has attracted wide-spread attention and there is considerable pressure for schools to consider the recommendations. This is not to say that all recommendations should be accepted but each one should be given careful consideration and a rationale developed for either acceptance or rejection. It should be noted that very few of the recommendations had the full support of the Commission so it would not be expected that all the recommendations would be acceptable in a given school.

This instrument has been designed to assist a school in making a careful study of each recommendation. The following outline of procedures for its use is not intended to be prescriptive; it is to suggest procedures that may be followed if the committee feels them to be effective.

1. A central committee composed of representatives from administration, school board, faculty, student body and the community is suggested. This committee could coordinate the total study and draw together information for a final report.

2. Sub-committees should be designated to study the five subject areas. It is suggested that the total secondary staff be involved with each sub-committee composed of faculty members from that discipline. However, there could be some advantages to having "outsiders" on each committee. In addition, it is suggested that teachers from physical education, special education, media and guidance be assigned to subject area sub-committees. Parents, students, community representatives and elementary teachers could add strength to each sub-committee.

3. Data from the parent and student questionnaires along with information from follow-up studies, standardized tests, attendance records and other information suggested should be available for the sub-committee.

4. It is suggested that the recommendation in the first column be considered and an initial reaction be given. The next step would be to consider the questions under data collection. These questions are designed to uncover pertinent information and to promote in-depth discussion before arriving at final decisions on the recommendations.

5. After the committee has considered and reacted to each recommendation it is suggested that those items needing further attention be tabulated in priority order along with the sub-committee's recommendations, and reported to the central committee.

6. It is suggested that the central committee's report be submitted to the total faculty for final approval before going to the board of education.

7. It should be stressed that the final report is just the beginning on the road to an improved program.

REACTIONS TO THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Give careful consideration to each recommendation and evaluate it in terms of the philosophy and the practicability in this school. Every effort should be made to arrive at a consensus but it may be necessary to prenent a majority opinion.

SCIENCE PROGRAM

Explanation of the evaluation symbols:

Your Opinion	Practice in Your School	Action Recommended
0 - Reject	0 - Not practiced	R - Reject
1 - Accept with reservations	1 - Limited practice	S - Satisfactory at present
2 - Accept	2 - Adequate practice	N - Needs attention

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
1. Three years of science should be required of all students.	0 1 2	1a. What proportion of this year's senior class will meet this requirement in the 9-12 program? 1b. How successful have slower students been in advanced science courses? 1c. Are there courses available to meet the needs of the slower student? 1d. What science experiences should be included in this requirement?	0 1 2	R S N
2. The concepts, laws and processes of both physical and biological sciences should be stressed.	0 1 2	2a. Does the curriculum and/or instructional material reveal an emphasis on concepts, laws and processes rather than a memorization of facts? 2b. Do teacher-made tests reflect a stress on concepts? 2c. Are the interrelationships of the disciplines properly stressed?	0 1 2	R S N
3. The methods of scientific inquiry and reasoning should receive major attention.	0 1 2	3a. Do the curriculum guides stress scientific inquiry and reasoning? 3b. Is there evidence to reflect an emphasis on inquiry and higher level thinking skills?	0 1 2	R S N
4. The applications of scientific knowledge to everyday life should be a substantial portion of the curriculum.	0 1 2	4a. Do curriculum guides and/or stated objectives refer students to the media center for current books, newspapers, etc.? 4b. Are there evidences of applications of scientific knowledge to everyday life?	0 1 2	R S N
5. Social implications of science should be carefully examined.	0 1 2	5a. Do curriculum guides and/or instructional materials stress the social implications of science including ecology and environmental studies?	0 1 2	R S N
6. The K-8 program should provide a sound base for the study of science in the secondary school.	0 1 2	6a. Do standardized test results of entering students indicate a sound base? 6b. Is there a favorable relationship between the time scheduled (in K-8) for science and other subjects? 6c. Is there evidence to show that most of the elementary teachers have a good background in science? 6d. To what extent are hands-on experiences provided in the elementary school?	0 1 2	R S N
7. Instructional materials for the science program should be continuously revised and improved.	0 1 2	7a. Is there an organized plan for the review of both the elementary and secondary science programs? 7b. Have the curriculum guides (K-12) been updated within the last two or three years?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
8. Grades (teacher marks) should reflect academic achievement and readiness for further study.	0 1 2	8a. Does the distribution of grades reflect a distribution similar to that found in standardized test results? 8b. Do final examinations in prerequisite courses assess the knowledge and skills needed as a basis for succeeding courses? 8c. Do follow-up studies of graduates show success in college? 8d. What different forms of student evaluations are used to determine grades?	0 1 2	R S N
9. Students planning to attend college should be held to high standards.	0 1 2	9a. What proportion of the graduates who attend college complete a degree? 9b. How does the distribution of grades in this area compare with the distribution of grades given in other subjects? 9c. Are college preparatory students identified? 9d. Are standards of achievement for college preparation identified and communicated to students?	0 1 2	R S N
10. Standardized tests should be used to help determine if a student is ready to enter the secondary school.	0 1 2	10a. Are there established norms for achievement tests which help to determine readiness for entering high school? 10b. Is there an organized plan by which students with low test scores are carefully studied to determine their readiness for high school?	0 1 2	R S N
11. Standardized tests should be used to determine a students suitability for college.	0 1 2	11a. Are college-bound students and their parents appraised of their standardized tests results and the implications of the scores for college success? 11b. What standardized test results best correlate with success in college?	0 1 2	R S N
12. Standardized tests should be used for the identification of students in needs of remediation.	0 1 2	12a. Is there an organized plan for the use of standardized test results in the identification of students in need of remedial work? 12b. Are there established norms for achievement tests which help to determine a students' need for remedial work? 12c. What other indicators are used to identify students in need of remedial work?	0 1 2	R S N
13. Standardized tests should be used for the identification of students who would profit from an accelerated program.	0 1 2	13a. Is there an organized plan for the use of standardized test results in the identification of students for talented and gifted programs? 13b. Are there established norms for achievement tests which help to identify talented and gifted? 13c. What other indicators are used to identify the talented and gifted?	0 1 2	R S N
14. Special textbooks should be available for disadvantaged students as well as the talented and gifted.	0 1 2	14a. Are different materials used in the instruction of special needs students? 14b. Is there a wide variety of instructional materials available?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
15. Home work should be required.	0 1 2	15a. Does the school have a home work policy? 15b. How much home work do parents and teachers report on their questionnaires? 15c. Are students required to do a specific and consistent amount of home work?	0 1 2	R S N
16. The school day should be at least seven hours with a 200 to 220 day school year.	0 1 2	16a. What is not accomplished in the existing school day/year that should be? 16b. Is there time in the current school day/year that is not being fully utilized? 16c. What are the reactions of the students and parents to longer school day/year?	0 1 2	R S N
17. Instruction in effective study and work skills should be an organized component of all courses.	0 1 2	17a. Does the curriculum contain specific objectives in study and work skills? 17b. How are study and work skills assessed? 17c. Is time set aside in classes for planned instruction in study and work skills?	0 1 2	R S N
18. The slow learner and the gifted should be provided more time than is available in the conventional school day.	0 1 2	18a. What alternative activities are available for special needs students? 18b. Are there teachers available and willing to meet the needs of these students outside the school day?	0 1 2	R S N
19. Firm and fair student conduct codes should be established and consistently enforced.	0 1 2	19a. Is there a formalized code of conduct in the school that applies to the legislative and judicial standards? 19b. Does the total professional staff share in the enforcement of a consistent and uniform code? 19c. What do parents and students think of the code?	0 1 2	R S N
20. Alternative classrooms should be provided for continually disruptive students.	0 1 2	20a. What provisions are now available for disruptive students who cannot function in the regular classroom? 20b. Is there a formal procedure for identification of such students?	0 1 2	R S N
21. Attendance policies with clear incentives and sanctions should be established to reduce student absenteeism and tardiness.	0 1 2	21a. What is the current rate of absenteeism? 21b. Do absenteeism and tardiness interfere with student learning? 21c. Do present attendance practices keep absenteeism and tardiness at a minimum? 21d. What is the correlation between attendance/absenteeism and GPA's?	0 1 2	R S N
22. Administrative duties for teachers should be minimal.	0 1 2	22a. Do administrative assignments (hall duty, selling athletic tickets, lunchroom duty, etc.) detract from teaching effectiveness in this school?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
23. Student grouping, promotion and graduation should be determined by academic progress rather than by age.	0 1 2	23a. Do age-grade charts show over-age and under-age students in proportion to the ranges of ability? 23b. What assessment devices are used to determine academic progress?	0 1 2	R S N
24. Teachers should be well qualified in the discipline to which they are assigned.	0 1 2	24a. Do all teachers have a college major in the classes to which they are assigned? 24b. Are any teachers assigned to teach courses in which they do not have at least a college minor?	0 1 2	R S N
25. High standards should be held for college students doing student teaching in the school.	0 1 2	25a. Do you recommend that student teachers be removed from the teacher education program if they do not perform in a satisfactory manner? 25b. What previous classroom experiences have your student teachers had before being assigned to your school? 25c. Are the student teachers assigned to your schools adequately monitored by your staff and supervised by college personnel?	0 1 2	R S N
26. Salaries for teachers should be increased.	0 1 2	26a. How do salaries of teachers compare with other professionals in the community who require similar preparation?	0 1 2	R S N
27. Salaries for teachers should be sensitive to the market and performance.	0 1 2	27a. What adjustments can be made in the salary structure to attract teachers in areas where there is a short supply? 27b. What market indicators should be used as standards? 27c. How are persons in other professions compensated for performance?	0 1 2	R S N
28. Teacher evaluation, including peer review, should be established for salary, promotion, tenure and termination.	0 1 2	28a. How do teachers in this school have input into the teacher evaluation system? 28b. How is teacher evaluation presently used to establish salary or determine tenure or termination? 28c. Is peer review currently a part of the teacher evaluation process?	0 1 2	R S N
29. Superior teachers should be rewarded, average ones encouraged and poor ones either improved or terminated.	0 1 2	29a. What is being done to recognize and reward good teachers? 29b. What is being done to improve the performance of teachers? 29c. Have any teachers been terminated or counseled out of teaching in the past five years?	0 1 2	R S N
30. An eleven-month contract should be provided for teachers. This should include programs for students with special needs, curriculum improvement and professional development.	0 1 2	30a. How many teachers were given extended contracts for work last summer? 30b. What opportunities can be provided for teachers to work with students with special needs; develop curriculum; and to grow professionally?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
31. Career ladders for teachers should be developed. This would distinguish among the beginning teachers, instructors, experienced teachers and master teachers.	0 1 2	31a. Would teachers, administrators and board members support a program to differentiate teacher levels? 31b. What has been the experience of higher education with "career ladders." 31c. Are there any schools that you know of using career ladders? If so, what are the criteria to distinguish between levels?	0 1 2	R S N
32. Non-school personnel resources should be employed to solve some of the shortages in certain areas.	0 1 2	32a. Are there shortages of personnel in your teaching area? 32b. Does the school have a policy which permits other personnel (doctors, lawyers, nurses, etc.) to work with teachers in the instructional program? 32c. Can non-school personnel be adequately prepared to teach?	0 1 2	R S N
33. Administrators should play a leadership role in developing school and community support for reforms proposed in the report for Excellence in Education.	0 1 2	33a. Has a district-wide plan been developed for reviewing and responding to the NATION AT RISK? 33b. Does this plan include representatives from the community? 33c. Is there evidence that the administration is genuinely interested in implementing recommendations developed by this study? 33d. How will the administration determine if there is community support for reform?	0 1 2	R S N
34. The school board should provide for professional development and other support required to carry out this leadership role.	0 1 2	34a. Have members received copies of A NATION AT RISK? 34b. Is the board aware of other reports on excellence in education? 34c. Did board members (or representatives) participate in the DPI dialogue on excellence in education?	0 1 2	R S N
35. Computers should be used in the instructional program.	0 1 2	35a. Have inservice programs for teachers been conducted in computers and have all the teachers in your subject area participated? 35b. Is computer hardware and software available in your subject area? 35c. Is computer assisted instruction used in your subject area?	0 1 2	R S N
36. Educators, parents and public officials should be called upon to help bring about educational reform.	0 1 2	36a. Are administrators, parents, teachers and public officials participating in this study? 36b. How long has it been since the district conducted a needs assessment? 36c. Are the goals adopted by the school consistent with the expectations of the community?	0 1 2	R S N

IASCD would like to give special recognition to the following persons who made contributions in the development of the guidelines: English - Mike Krumm, Benton Community High School; Mathematics - Don Wiederanders, Price Laboratory School; Science - Larry Beall and Mike Bennett, New Hartford High School; Fine, performing and practical arts - Don Darrow, Les Hale and Bill Waack, Price Laboratory School; Social Studies - Shirley Pantini, Paula Jensen and Norm Northup, Linn Mar High School. In addition the following acted as members of a task force to put the materials in final form: Floyd Winters (Cedar Falls), Don Stout (Cedar Rapids) and Harold Hulleman (Linn Mar). A special thanks to Joyce Broell for putting the materials in final form.

IASCD cannot furnish multiple copies of the materials to schools but permission is given to duplicate the number required.

GUIDELINES FOR THE STUDY OF THE RECOMMENDATIONS

A Nation at Risk...

The Imperative for Educational Reform

A Report to the Nation
and the
Secretary of Education
United States Department of Education
by
The National Commission on Excellence in Education

Developed by Iowa Association for Supervision and Curriculum Development

ASCD

FINE, PERFORMING & PRACTICAL ARTS

DIRECTIONS FOR USE OF THE GUIDELINES

The report of the National Commission on Excellence in Education has attracted wide-spread attention and there is considerable pressure for schools to consider the recommendations. This is not to say that all recommendations should be accepted but each one should be given careful consideration and a rationale developed for either acceptance or rejection. It should be noted that very few of the recommendations had the full support of the Commission so it would not be expected that all the recommendations would be acceptable in a given school.

This instrument has been designed to assist a school in making a careful study of each recommendation. The following outline of procedures for its use is not intended to be prescriptive; it is to suggest procedures that may be followed if the committee feels them to be effective.

1. A central committee composed of representatives from administration, school board, faculty, student body and the community is suggested. This committee could coordinate the total study and draw together information for a final report.

2. Sub-committees should be designated to study the five subject areas. It is suggested that the total secondary staff be involved with each sub-committee composed of faculty members from that discipline. However, there could be some advantages to having "outsiders" on each committee. In addition, it is suggested that teachers from physical education, special education, media and guidance be assigned to subject area sub-committees. Parents, students, community representatives and elementary teachers could add strength to each sub-committee.

3. Data from the parent and student questionnaires along with information from follow-up studies, standardized tests, attendance records and other information suggested should be available for the sub-committee.

4. It is suggested that the recommendation in the first column be considered and an initial reaction be given. The next step would be to consider the questions under data collection. These questions are designed to uncover pertinent information and to promote in-depth discussion before arriving at final decisions on the recommendations.

5. After the committee has considered and reacted to each recommendation it is suggested that those items needing further attention be tabulated in priority order along with the sub-committee's recommendations, and reported to the central committee.

6. It is suggested that the central committee's report be submitted to the total faculty for final approval before going to the board of education.

7. It should be stressed that the final report is just the beginning on the road to an improved program.

REACTIONS TO THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Give careful consideration to each recommendation and evaluate it in terms of the philosophy and the practicability in this school. Every effort should be made to arrive at a consensus but it may be necessary to present a majority opinion.

Explanation of the evaluation symbols:

FINE, PERFORMING & PRACTICAL ARTS

Your Opinion	Practice in Your School	Action Recommended
0 - Reject	0 - Not practiced	R - Reject
1 - Accept with reservations	1 - Limited practice	S - Satisfactory at present
2 - Accept	2 - Adequate practice	N - Needs attention

Recommendations	Your Opinion	Suggestions for Data Collection	Practice Your School	Action Recommended
1. The high school program should provide students with programs requiring rigorous effort in subjects that advance students' personal, educational and vocational goals.	0 1 2	1a. Does the school have a full range of offerings in the fine, performing and practical arts? 1b. Is assistance given to students to help them identify their personal, educational and vocational goals?	0 1 2	R S N
2. The fine and performing arts and vocational education should demand the same level of performance as the basics.	0 1 2	2a. What recognition is given to students who achieve well in the fine, performing and practical arts? 2b. Does the distribution of grades in these areas reflect a pattern similar to the one in other subject areas?	0 1 2	R S N
3. The fine and performing arts and vocational education should complement the basics.	0 1 2	3a. Do most students in this year's senior class have a pattern of courses which includes an adequate balance between the basics and other experiences? 3b. Is there an adequate advisory system for both parents and students which encourages college-bound students to balance their programs?	0 1 2	R S N
4. The K-8 program should provide a base for the development of individual gifts.	0 1 2	4a. Is there an adequate program in the elementary school to identify and encourage students with gifts in the fine and practical arts? 4b. Is there an organized K-12 articulation program for these areas?	0 1 2	R S N
5. Four years of English, three years of mathematics, three years of science and three years of social studies should be required of all students.	0 1 2	5a. What proportion of this year's senior class meet these requirements? 5b. Has the pressure for college admission caused students to take an imbalanced program in high school?	0 1 2	R S N
6. One-half year of computer science should be required of all students.	0 1 2	6a. What proportion of students in this year's senior class meet this requirement? 6b. Is there a differentiation made between "computer literacy" and "computer science?" 6c. What is being done in the vocational areas in computer science?	0 1 2	R S N
7. Two years of foreign languages are recommended for college-bound students.	0 1 2	7a. What proportion of this year's senior class has indicated plans for a four-year college? 7b. What proportion of this year's college-bound seniors will meet this requirement?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
8. Grades (teacher marks) should reflect academic achievement and readiness for further study.	0 1 2	8a. Does the distribution of grades reflect a distribution similar to that found in standardized test results? 8b. Do final examinations in prerequisite courses assess the knowledge and skills needed as a basis for succeeding courses? 8c. Do follow-up studies of graduates show success in college? 8d. What different forms of student evaluations are used to determine grades?	0 1 2	R S N
9. Students planning to attend college should be held to high standards.	0 1 2	9a. What proportion of the graduates who attend college complete a degree? 9b. How does the distribution of grades in this area compare with the distribution of grades given in other subjects? 9c. Are college preparatory students identified? 9d. Are standards of achievement for college preparation identified and communicated to students?	0 1 2	R S N
10. Standardized tests should be used to help determine if a student is ready to enter the secondary school.	0 1 2	10a. Are there established norms for achievement tests which help to determine readiness for entering high school? 10b. Is there an organized plan by which students with low test scores are carefully studied to determine their readiness for high school?	0 1 2	R S N
11. Standardized tests should be used to determine a students suitability for college.	0 1 2	11a. Are college-bound students and their parents appraised of their standardized tests results and the implications of the scores for college success? 11b. What standardized test results best correlate with success in college?	0 1 2	R S N
12. Standardized tests should be used for the identification of students in needs of remediation.	0 1 2	12a. Is there an organized plan for the use of standardized test results in the identification of students in need of remedial work? 12b. Are there established norms for achievement tests which help to determine a students' need for remedial work? 12c. What other indicators are used to identify students in need of remedial work?	0 1 2	R S N
13. Standardized tests should be used for the identification of students who would profit from an accelerated program.	0 1 2	13a. Is there an organized plan for the use of standardized test results in the identification of students for talented and gifted programs? 13b. Are there established norms for achievement tests which help to identify talented and gifted? 13c. What other indicators are used to identify the talented and gifted?	0 1 2	R S N
14. Special textbooks should be available for disadvantaged students as well as the talented and gifted.	0 1 2	14a. Are different materials used in the instruction of special needs students? 14b. Is there a wide variety of instructional materials available?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
15. Home work should be required.	0 1 2	15a. Does the school have a home work policy? 15b. How much home work do parents and teachers report on their questionnaires? 15c. Are students required to do a specific and consistent amount of home work?	0 1 2	R S N
16. The school day should be at least seven hours with a 200 to 220 day school year.	0 1 2	16a. What is not accomplished in the existing school day/year that should be? 16b. Is there time in the current school day/year that is not being fully utilized? 16c. What are the reactions of the students and parents to longer school day/year?	0 1 2	R S N
17. Instruction in effective study and work skills should be an organized component of all courses.	0 1 2	17a. Does the curriculum contain specific objectives in study and work skills? 17b. How are study and work skills assessed? 17c. Is time set aside in classes for planned instruction in study and work skills?	0 1 2	R S N
18. The slow learner and the gifted should be provided more time than is available in the conventional school day.	0 1 2	18a. What alternative activities are available for special needs students? 18b. Are there teachers available and willing to meet the needs of these students outside the school day?	0 1 2	R S N
19. Firm and fair student conduct codes should be established and consistently enforced.	0 1 2	19a. Is there a formalized code of conduct in the school that applies to the legislative and judicial standards? 19b. Does the total professional staff share in the enforcement of a consistent and uniform code? 19c. What do parents and students think of the code?	0 1 2	R S N
20. Alternative classrooms should be provided for continually disruptive students.	0 1 2	20a. What provisions are now available for disruptive students who cannot function in the regular classroom? 20b. Is there a formal procedure for identification of such students?	0 1 2	R S N
21. Attendance policies with clear incentives and sanctions should be established to reduce student absenteeism and tardiness.	0 1 2	21a. What is the current rate of absenteeism? 21b. Do absenteeism and tardiness interfere with student learning? 21c. Do present attendance practices keep absenteeism and tardiness at a minimum? 21d. What is the correlation between attendance/absenteeism and GPA's?	0 1 2	R S N
22. Administrative duties for teachers should be minimal.	0 1 2	22a. Do administrative assignments (hall duty, selling athletic tickets, lunchroom duty, etc.) detract from teaching effectiveness in this school?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
23. Student grouping, promotion and graduation should be determined by academic progress rather than by age.	0 1 2	23a. Do age-grade charts show over-age and under-age students in proportion to the ranges of ability? 23b. What assessment devices are used to determine academic progress?	0 1 2	R S N
24. Teachers should be well qualified in the discipline to which they are assigned.	0 1 2	24a. Do all teachers have a college major in the classes to which they are assigned? 24b. Are any teachers assigned to teach courses in which they do not have at least a college minor?	0 1 2	R S N
25. High standards should be held for college students doing student teaching in the school.	0 1 2	25a. Do you recommend that student teachers be removed from the teacher education program if they do not perform in a satisfactory manner? 25b. What previous classroom experiences have your student teachers had before being assigned to your school? 25c. Are the student teachers assigned to your schools adequately monitored by your staff and supervised by college personnel?	0 1 2	R S N
26. Salaries for teachers should be increased.	0 1 2	26a. How do salaries of teachers compare with other professionals in the community who require similar preparation?	0 1 2	R S N
27. Salaries for teachers should be sensitive to the market and performance.	0 1 2	27a. What adjustments can be made in the salary structure to attract teachers in areas where there is a short supply? 27b. What market indicators should be used as standards? 27c. How are persons in other professions compensated for performance?	0 1 2	R S N
28. Teacher evaluation, including peer review, should be established for salary, promotion, tenure and termination.	0 1 2	28a. How do teachers in this school have input into the teacher evaluation system? 28b. How is teacher evaluation presently used to establish salary or determine tenure or termination? 28c. Is peer review currently a part of the teacher evaluation process?	0 1 2	R S N
29. Superior teachers should be rewarded, average ones encouraged and poor ones either improved or terminated.	0 1 2	29a. What is being done to recognize and reward good teachers? 29b. What is being done to improve the performance of teachers? 29c. Have any teachers been terminated or counseled out of teaching in the past five years?	0 1 2	R S N
30. An eleven-month contract should be provided for teachers. This should include programs for students with special needs, curriculum improvement and professional development.	0 1 2	30a. How many teachers were given extended contracts for work last summer? 30b. What opportunities can be provided for teachers to work with students with special needs; develop curriculum; and to grow professionally?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
31. Career ladders for teachers should be developed. This would distinguish among the beginning teachers, instructors, experienced teachers and master teachers.	0 1 2	31a. Would teachers, administrators and board members support a program to differentiate teacher levels? 31b. What has been the experience of higher education with "career ladders." 31c. Are there any schools that you know of using career ladders? If so, what are the criteria to distinguish between levels?	0 1 2	R S N
32. Non-school personnel resources should be employed to solve some of the shortages in certain areas.	0 1 2	32a. Are there shortages of personnel in your teaching area? 32b. Does the school have a policy which permits other personnel (doctors, lawyers, nurses, etc.) to work with teachers in the instructional program? 32c. Can non-school personnel be adequately prepared to teach?	0 1 2	R S N
33. Administrators should play a leadership role in developing school and community support for reforms proposed in the report for Excellence in Education.	0 1 2	33a. Has a district-wide plan been developed for reviewing and responding to the NATION AT RISK? 33b. Does this plan include representatives from the community? 33c. Is there evidence that the administration is genuinely interested in implementing recommendations developed by this study? 33d. How will the administration determine if there is community support for reform?	0 1 2	R S N
34. The school board should provide for professional development and other support required to carry out this leadership role.	0 1 2	34a. Have members received copies of A NATION AT RISK? 34b. Is the board aware of other reports on excellence in education? 34c. Did board members (or representatives) participate in the DPI dialogue on excellence in education?	0 1 2	R S N
35. Computers should be used in the instructional program.	0 1 2	35a. Have inservice programs for teachers been conducted in computers and have all the teachers in your subject area participated? 35b. Is computer hardware and software available in your subject area? 35c. Is computer assisted instruction used in your subject area?	0 1 2	R S N
36. Educators, parents and public officials should be called upon to help bring about educational reform.	0 1 2	36a. Are administrators, parents, teachers and public officials participating in this study? 36b. How long has it been since the district conducted a needs assessment? 36c. Are the goals adopted by the school consistent with the expectations of the community?	0 1 2	R S N

IASCD would like to give special recognition to the following persons who made contributions in the development of the guidelines: English - Mike Krumm, Benton Community High School; Mathematics - Don Wiederanders, Price Laboratory School; Science - Larry Beall and Mike Bennett, New Hartford High School; Fine, performing and practical arts - Don Darrow, Les Hale and Bill Waack, Price Laboratory School; Social Studies - Shirley Pantini, Paula Jensen and Norm Northup, Linn Mar High School. In addition the following acted as members of a task force to put the materials in final form: Floyd Winters (Cedar Falls), Don Stout (Cedar Rapids) and Harold Hulleman (Linn Mar). A special thanks to Joyce Broell for putting the materials in final form.

IASCD cannot furnish multiple copies of the materials to schools but permission is given to duplicate the number required.

GUIDELINES FOR THE STUDY OF THE RECOMMENDATIONS

A Nation at Risk...

The Imperative for Educational Reform

A Report to the Nation
and the
Secretary of Education
United States Department of Education
by
The National Commission on Excellence in Education

Developed by Iowa Association for Supervision and Curriculum Development

ASCD

MATHEMATICS PROGRAM

DIRECTIONS FOR USE OF THE GUIDELINES

The report of the National Commission on Excellence in Education has attracted wide-spread attention and there is considerable pressure for schools to consider the recommendations. This is not to say that all recommendations should be accepted but each one should be given careful consideration and a rationale developed for either acceptance or rejection. It should be noted that very few of the recommendations had the full support of the Commission so it would not be expected that all the recommendations would be acceptable in a given school.

This instrument has been designed to assist a school in making a careful study of each recommendation. The following outline of procedures for its use is not intended to be prescriptive; it is to suggest procedures that may be followed if the committee feels them to be effective.

1. A central committee composed of representatives from administration, school board, faculty, student body and the community is suggested. This committee could coordinate the total study and draw together information for a final report.

2. Sub-committees should be designated to study the five subject areas. It is suggested that the total secondary staff be involved with each sub-committee composed of faculty members from that discipline. However, there could be some advantages to having "outsiders" on each committee. In addition, it is suggested that teachers from physical education, special education, media and guidance be assigned to subject area sub-committees. Parents, students, community representatives and elementary teachers could add strength to each sub-committee.

3. Data from the parent and student questionnaires along with information from follow-up studies, standardized tests, attendance records and other information suggested should be available for the sub-committee.

4. It is suggested that the recommendation in the first column be considered and an initial reaction be given. The next step would be to consider the questions under data collection. These questions are designed to uncover pertinent information and to promote in-depth discussion before arriving at final decisions on the recommendations.

5. After the committee has considered and reacted to each recommendation it is suggested that those items needing further attention be tabulated in priority order along with the sub-committee's recommendations, and reported to the central committee.

6. It is suggested that the central committee's report be submitted to the total faculty for final approval before going to the board of education.

7. It should be stressed that the final report is just the beginning on the road to an improved program.

REACTIONS TO THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION

Your Opinion
0 - Reject
1 - Accept with reservations
2 - Accept

Practice in Your School
0 - Not practiced
1 - Limited practice
2 - Adequate practice

Action Recommended
R - Reject
S - Satisfactory at present
N - Needs attention

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
1. Three years of mathematics should be required of all students.	0 1 2	1a. What proportion of this year's seniors will meet this requirement in the 9-12 program? 1b. What are the entrance requirements of colleges which your students most often attend? 1c. What mathematics skills are taught in other areas; i.e., business, industrial arts, science, etc.?	0 1 2	R S N
2. Geometric and algebraic concepts should be stressed.	0 1 2	2a. Did last semester's examination questions reflect a stress on concepts? 2b. Do standardized test scores in mathematical reasoning reflect a high degree of student understanding? 2c. Do curriculum guides reveal the basic properties of the mathematics system?	0 1 2	R S N
3. Mathematics classes should emphasize applications to everyday situations.	0 1 2	3a. How does your curriculum include the formulation of problem solving situations? 3b. Can you cite cases where mathematics applications are drawn from students? 3c. Do textbooks and other instructional materials have application to business and industry, and personal use?	0 1 2	R S N
4. Classroom time should be spent on approximation, measurement, and testing the accuracy of calculations.	0 1 2	4a. Did last semester's final examinations include items in which estimations were called for? 4b. How are students involved in actual physical measurement and do they use those measures in applied mathematical and problem solving experiences?	0 1 2	R S N
5. A traditional demanding sequence for the college-bound student should be offered.	0 1 2	5a. Does the school offer at least two years of algegra, one year of geometry, a course in pre-calculus plus additional high level mathematics? 5b. How are students who are capable in mathematics counseled into higher mathematics?	0 1 2	R S N
6. An equally demanding curriculum for the non-college bound student should be offered.	0 1 2	6a. How are curricular materials selected for the non-college bound student? 6b. How are non-college bound students challenged to explore concepts in mathematics?	0 1 2	R S N
7. The K-8 program should provide a sound base for secondary mathematics.	0 1 2	7a. Do standardized tests indicate that students entering grade nine have an adequate background in mathematics? 7b. Does the K-8 curriculum stress such concepts as number patterns, fractional numbers and geometric ideas? 7c. Is there an organized and functioning articulation program for elementary and secondary teachers?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
8. Grades (teacher marks) should reflect academic achievement and readiness for further study.	0 1 2	8a. Does the distribution of grades reflect a distribution similar to that found in standardized test results? 8b. Do final examinations in prerequisite courses assess the knowledge and skills needed as a basis for succeeding courses? 8c. Do follow-up studies of graduates show success in college? 8d. What different forms of student evaluations are used to determine grades?	0 1 2	R S N
9. Students planning to attend college should be held to high standards.	0 1 2	9a. What proportion of the graduates who attend college complete a degree? 9b. How does the distribution of grades in this area compare with the distribution of grades given in other subjects? 9c. Are college preparatory students identified? 9d. Are standards of achievement for college preparation identified and communicated to students?	0 1 2	R S N
10. Standardized tests should be used to help determine if a student is ready to enter the secondary school.	0 1 2	10a. Are there established norms for achievement tests which help to determine readiness for entering high school? 10b. Is there an organized plan by which students with low test scores are carefully studied to determine their readiness for high school?	0 1 2	R S N
11. Standardized tests should be used to determine a students suitability for college.	0 1 2	11a. Are college-bound students and their parents appraised of their standardized tests results and the implications of the scores for college success? 11b. What standardized test results best correlate with success in college?	0 1 2	R S N
12. Standardized tests should be used for the identification of students in needs of remediation.	0 1 2	12a. Is there an organized plan for the use of standardized test results in the identification of students in need of remedial work? 12b. Are there established norms for achievement tests which help to determine a students' need for remedial work? 12c. What other indicators are used to identify students in need of remedial work?	0 1 2	R S N
13. Standardized tests should be used for the identification of students who would profit from an accelerated program.	0 1 2	13a. Is there an organized plan for the use of standardized test results in the identification of students for talented and gifted programs? 13b. Are there established norms for achievement tests which help to identify talented and gifted? 13c. What other indicators are used to identify the talented and gifted?	0 1 2	R S N
14. Special textbooks should be available for disadvantaged students as well as the talented and gifted.	0 1 2	14a. Are different materials used in the instruction of special needs students? 14b. Is there a wide variety of instructional materials available?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
15. Home work should be required.	0 1 2	15a. Does the school have a home work policy? 15b. How much home work do parents and teachers report on their questionnaires? 15c. Are students required to do a specific and consistent amount of home work?	0 1 2	R S N
16. The school day should be at least seven hours with a 200 to 220 day school year.	0 1 2	16a. What is not accomplished in the existing school day/year that should be? 16b. Is there time in the current school day/year that is not being fully utilized? 16c. What are the reactions of the students and parents to longer school day/year?	0 1 2	R S N
17. Instruction in effective study and work skills should be an organized component of all courses.	0 1 2	17a. Does the curriculum contain specific objectives in study and work skills? 17b. How are study and work skills assessed? 17c. Is time set aside in classes for planned instruction in study and work skills?	0 1 2	R S N
18. The slow learner and the gifted should be provided more time than is available in the conventional school day.	0 1 2	18a. What alternative activities are available for special needs students? 18b. Are there teachers available and willing to meet the needs of these students outside the school day?	0 1 2	R S N
19. Firm and fair student conduct codes should be established and consistently enforced.	0 1 2	19a. Is there a formalized code of conduct in the school that applies to the legislative and judicial standards? 19b. Does the total professional staff share in the enforcement of a consistent and uniform code? 19c. What do parents and students think of the code?	0 1 2	R S N
20. Alternative classrooms should be provided for continually disruptive students.	0 1 2	20a. What provisions are now available for disruptive students who cannot function in the regular classroom? 20b. Is there a formal procedure for identification of such students?	0 1 2	R S N
21. Attendance policies with clear incentives and sanctions should be established to reduce student absenteeism and tardiness.	0 1 2	21a. What is the current rate of absenteeism? 21b. Do absenteeism and tardiness interfere with student learning? 21c. Do present attendance practices keep absenteeism and tardiness at a minimum? 21d. What is the correlation between attendance/absenteeism and GPA's?	0 1 2	R S N
22. Administrative duties for teachers should be minimal.	0 1 2	22a. Do administrative assignments (hall duty, selling athletic tickets, lunchroom duty, etc.) detract from teaching effectiveness in this school?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
23. Student grouping, promotion and graduation should be determined by academic progress rather than by age.	0 1 2	23a. Do age-grade charts show over-age and under-age students in proportion to the ranges of ability? 23b. What assessment devices are used to determine academic progress?	0 1 2	R S N
24. Teachers should be well qualified in the discipline to which they are assigned.	0 1 2	24a. Do all teachers have a college major in the classes to which they are assigned? 24b. Are any teachers assigned to teach courses in which they do not have at least a college minor?	0 1 2	R S N
25. High standards should be held for college students doing student teaching in the school.	0 1 2	25a. Do you recommend that student teachers be removed from the teacher education program if they do not perform in a satisfactory manner? 25b. What previous classroom experiences have your student teachers had before being assigned to your school? 25c. Are the student teachers assigned to your schools adequately monitored by your staff and supervised by college personnel?	0 1 2	R S N
26. Salaries for teachers should be increased.	0 1 2	26a. How do salaries of teachers compare with other professionals in the community who require similar preparation?	0 1 2	R S N
27. Salaries for teachers should be sensitive to the market and performance.	0 1 2	27a. What adjustments can be made in the salary structure to attract teachers in areas where there is a short supply? 27b. What market indicators should be used as standards? 27c. How are persons in other professions compensated for performance?	0 1 2	R S N
28. Teacher evaluation, including peer review, should be established for salary, promotion, tenure and termination.	0 1 2	28a. How do teachers in this school have input into the teacher evaluation system? 28b. How is teacher evaluation presently used to establish salary or determine tenure or termination? 28c. Is peer review currently a part of the teacher evaluation process?	0 1 2	R S N
29. Superior teachers should be rewarded, average ones encouraged and poor ones either improved or terminated.	0 1 2	29a. What is being done to recognize and reward good teachers? 29b. What is being done to improve the performance of teachers? 29c. Have any teachers been terminated or counseled out of teaching in the past five years?	0 1 2	R S N
30. An eleven-month contract should be provided for teachers. This should include programs for students with special needs, curriculum improvement and professional development.	0 1 2	30a. How many teachers were given extended contracts for work last summer? 30b. What opportunities can be provided for teachers to work with students with special needs; develop curriculum; and to grow professionally?	0 1 2	R S N

Recommendations	Your Opinion	Suggestions for Data Collection	Practice in Your School	Action Recommended
31. Career ladders for teachers should be developed. This would distinguish among the beginning teachers, instructors, experienced teachers and master teachers.	0 1 2	31a. Would teachers, administrators and board members support a program to differentiate teacher levels? 31b. What has been the experience of higher education with "career ladders." 31c. Are there any schools that you know of using career ladders? If so, what are the criteria to distinguish between levels?	0 1 2	R S N
32. Non-school personnel resources should be employed to solve some of the shortages in certain areas.	0 1 2	32a. Are there shortages of personnel in your teaching area? 32b. Does the school have a policy which permits other personnel (doctors, lawyers, nurses, etc.) to work with teachers in the instructional program? 32c. Can non-school personnel be adequately prepared to teach?	0 1 2	R S N
33. Administrators should play a leadership role in developing school and community support for reforms proposed in the report for Excellence in Education.	0 1 2	33a. Has a district-wide plan been developed for reviewing and responding to the NATION AT RISK? 33b. Does this plan include representatives from the community? 33c. Is there evidence that the administration is genuinely interested in implementing recommendations developed by this study? 33d. How will the administration determine if there is community support for reform?	0 1 2	R S N
34. The school board should provide for professional development and other support required to carry out this leadership role.	0 1 2	34a. Have members received copies of A NATION AT RISK? 34b. Is the board aware of other reports on excellence in education? 34c. Did board members (or representatives) participate in the DPI dialogue on excellence in education?	0 1 2	R S N
35. Computers should be used in the instructional program.	0 1 2	35a. Have inservice programs for teachers been conducted in computers and have all the teachers in your subject area participated? 35b. Is computer hardware and software available in your subject area? 35c. Is computer assisted instruction used in your subject area?	0 1 2	R S N
36. Educators, parents and public officials should be called upon to help bring about educational reform.	0 1 2	36a. Are administrators, parents, teachers and public officials participating in this study? 36b. How long has it been since the district conducted a needs assessment? 36c. Are the goals adopted by the school consistent with the expectations of the community?	0 1 2	R S N

IASCD would like to give special recognition to the following persons who made contributions in the development of the guidelines: English - Mike Krumm, Benton Community High School; Mathematics - Don Wiederanders, Price Laboratory School; Science - Larry Beall and Mike Bennett, New Hartford High School; Fine, performing and practical arts - Don Darrow, Les Hale and Bill Waack, Price Laboratory School; Social Studies - Shirley Pantini, Paula Jensen and Norm Northup, Linn Mar High School. In addition the following acted as members of a task force to put the materials in final form: Floyd Winters (Cedar Falls), Don Stout (Cedar Rapids) and Harold Hulleman (Linn Mar). A special thanks to Joyce Broell for putting the materials in final form.

IASCD cannot furnish multiple copies of the materials to schools but permission is given to duplicate the number required.

PARENT QUESTIONNAIRE

Your school is making a study of the recommendations of the National Commission for Excellence in Education and would like to have your opinion on some of the items under consideration.

1. How do you feel about requiring students to take (in grades 9 thru 12) 4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, and one-half year of computer science?

   _____ Should be required for all students.

   _____ Should be required for college-bound students.

   _____ Students should have more freedom to choose their courses.

2. How much time do you estimate that your high school student generally spends on homework each night?

   _____ None _____ Less than 30 minutes _____ 30 minutes to 1 hour

   _____ 1 to 2 hours _____ over 2 hours

3. How do you feel about the amount of homework assigned to your child?

   _____ Too much _____ Too little _____ About right

4. How do you feel about the length of the school day?

   _____ Too long _____ Too short _____ About right

5. How do you feel about the length of the school year?

   _____ Too long _____ Too short _____ About right

6. Should teacher salary be based on -

   _____ years of experience and training _____ teacher effectiveness? _____ both of the above?

   _____ Other, please indicate _____

   _____

7. Do you feel that teacher effectiveness can be adequately judged by administrators?

   _____ Yes _____ No

8. How do you feel about the attendance regulations in your school?

   _____ Too strict _____ Too lax _____ About right

9. How do you feel about the disciplinary policies in your school?

   _____ Too strict _____ Too lax _____ About right

10. How do you feel about the academic standards which are expected for graduation in the school?

    _____ Too low _____ Too high _____ About right

COMMENTS:

SENIOR QUESTIONNAIRE

Your school is making a study of certain parts of the program and would appreciate it if you answered the following questions as accurately and as honestly as possible.

1. How many years do you expect to have completed for graduation in each of the following subjects. (grades 9-10-11-12)

_____ mathematics	_____ English	_____ social studies	_____ business education
_____ science	_____ foreign language	_____ music	_____ home economics
_____ art	_____ industrial arts	_____ agriculture	_____ computer science
_____ other (please name)			

2. What are your plans for next year?

_____ work	_____ armed services	_____ technical school	_____ other (please name)
_____ junior college	_____ four-year college	_____ undecided	

3. How well do you feel that your high school has prepared you for your plans?

_____ exceptionally well _____ fairly well _____ poorly

4. Approximately how much homework do you do each night?

_____ none	_____ less than 30 minutes	_____ between 30 minutes & 1 hour
_____ between 1 & 2 hours	_____ over 2 hours	

5. How much study do you usually do each day in school but outside class?

_____ none	_____ less than 30 minutes	_____ between 30 minutes & 1 hour
_____ between 1 & 2 hours	_____ over 2 hours	

6. Do teachers check to see if you have done your homework?

_____ seldom _____ usually _____ almost always

7. How do you feel about the homework and out-of-class assignments?

_____ too much _____ not enough _____ about right

8. Do most of your classes use

_____ textbooks almost exclusively?
_____ textbooks with a few other materials (library assignments, magazines, newspapers, films, etc.)?
_____ a lot of different learning materials?

9. What do you feel about the length of the school day?

_____ too long _____ too short _____ about right

10. Are there courses that you would like to take but are unable to get in?

_____ yes _____ no

11. How do you feel about the attendance regulations in this school?

_____ too strict _____ too lax _____ about right

12. How do you feel about the discipline in this school?

_____ too strict _____ too lax _____ about right

13. How do you feel about the length of the school year?

_____ too long _____ not long enough _____ about right

14. What do you think about the standards for graduation from the school?

_____ too high _____ too low _____ about right

15. What is your feeling toward your school?

_____ I like it very much.
_____ It is O.K. -- not real good -- not real bad.
_____ I dislike school.

COMMENTS: (use other side if necessary)